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ABSTRACT

Introducing teacher education students to the use of information technologies for literacy instruction, this book presents a series of conceptual frameworks for thinking about how technology can support instruction--frameworks that will help teachers effectively integrate technology into their own teaching. The book also relates different ways of using technology to the different theories and traditions in literacy instruction. Most chapters in the book conclude with references, microteaching activities, and lists of software discussed. Chapters in the book are: (1) Contexts and Content: Approaches to Literacy Education; (2) The Social Constructivist Perspective; (3) Cognitive Constructivist Approaches; (4) Skills-Based Direct Instruction and Technology; (5) Just-in-Time Direct Instruction; (6) Cognitive Skills Direct Instruction; (7) Tools for Teachers; and (8) Electronic Resources, Publications, and Organizations. An appendix offers an introduction to microteaching. (RS)

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